

# VOCABULARY

Habitats: a wider area where an animal lives, for example, a forest.

Micro-habitats: a small-scale, specific habitat which supports the survival of certain animals or plants. Eg. a rotting log.

Food chain: a series of living beings in which each serves as food for the next. E.g. *Bats eat insects, and so are above them in the food chain.*

Living: having life, with energy

Dead: no longer alive

Conditions: being fit for use. E.g. The damp conditions here at the swamp is perfect for a frog.

Shelter: a place or structure that gives protection against weather or danger.

Food source: where food can be caught or found.

Woodland: land covered with woods; forest.

Seashore: land that borders / is next to the ocean.

Ocean: the vast body of salt water covering about three quarters of the earth's surface.

Rainforest: a dense evergreen forest, mostly found in tropical areas, that receives a large amount of rain all year long.

## Y3 Living Things and Their Habitats

### MAIN IDEA

Pupils will be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They will raise and answer questions that help them to become familiar with the life processes that are common to all living things. The terms 'habitat' and 'micro-habitat' are introduced in this unit.

### WHAT CAME BEFORE

Year 1 - identify and name a variety of common animals and also be able to recognise whether they are herbivores, carnivores, herbivores and omnivores.

### WHAT COMES NEXT

Year 4 - Group living things in a variety of ways, using keys to help group, identify and name a variety of living things in their local area. Recognise that environments can change and this can sometimes be dangerous.



### WHAT YOU SHOULD ALREADY KNOW

There are 6 basic animal groups: mammals, invertebrates, fish, amphibians, reptiles and birds. Animals that only eat meat are called carnivores, this includes lions and eagles. Whereas animals that only eat plants are called herbivores, for example cows and giraffes. Finally, animals that eat plants and meat are called omnivores, examples include squirrels.

# KEY LEARNING

Explore and compare the differences between things that are living, dead, and things that have never been alive

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.

Identify and name a variety of plants and animals in their habitats, including micro-habitats

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat.

Observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.

### INVESTIGATE / QUESTIONS

- How do animals choose their habitats? What is important?
- How do different animals living in the same or nearby habitats rely on each other?
- What can we do in our community to improve the lives of animals living in our locality?